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ABSTRACT

This document, which is based on a survey of over 500 staff members involved in approximately 150 work experience programs in the United Kingdom, deals with developing work experience programs and training the staff involved in these programs. The research project on which this document is based is briefly described. The first major section deals with the core criteria for work experience programs. It includes a checklist of criteria for experience programs, guidelines for using the checklist, and suggestions for designing an experience curriculum. Section 2 consists of case studies of the following types of work experience programs: a nationwide scheme, a small local service enterprise, a college-based work skills course, a production-based training workshop, a community project run by a voluntary organization, and a residential visit. The third section, which deals with program staffing, covers the following topics: qualities needed by staff members, sources from which staff are typically obtained, procedures for identifying staff training needs, staff development techniques, and a checklist of staff development activities. A bibliography concludes the guide. (MN)

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FURTHER EDUCATION UNIT

A Staff Development Publication

ED298288

Planned experience

A survey and synthesis of criteria for work experience

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Dear Sir/Madam

PLANNED EXPERIENCE: A SURVEY AND SYNTHESIS OF CRITERIA FOR WORK EXPERIENCE

I enclose the above document, commissioned by the FEU from the Staff Development Unit of Manchester Polytechnic.

The inclusion of experiential learning in vocational preparation programmes such as TVEI, YTS, CPVE etc., indicates that it is regarded as an essential link between school and work.

The provision of work experience however is, by definition, dependent upon the goodwill of employers, and the number of places available must always be limited; especially if it is to provide a basis for personal development rather than a convenient instrument for selecting future employees or, at worst, cheap labour.

The authors, having regard to previous research and on the basis of discussing these issues with over 500 staff at a variety of levels in some 150 schemes, confirm that planned experience should consist of work experience, simulated experience and residential experience if it is to genuinely fulfil the many claims made for this mode of learning.

The document comprises three main sections: one stating desirable core criteria; another comprising six case studies of experiential learning in action; and the third appraising the staff development implications. It is the core criteria that probably comprise the most important element of this document. Sixteen major criteria are developed, they have been validated by trainees and lecturers, and they are presented as a checklist for staff and trainees to work through separately and together at appropriate stages of a programme.

Each criterion is illustrated by examples; and an analysis of these will show the potential roles of simulated, work and residential experience. The research data that comprise the bases of these criteria are available on request, but the attached report reminds us of the many opportunities for experiential learning that exist.

The authors conclude that the criteria they have developed "can only be fully met by provision which includes several types of experience: at work, in college and on residentials". This has important implications, not only for curriculum designers, but also for those who maintain that work-experience is the only effective mode of experiential learning. A re-allocation of the limited number of work experience places across all voc-prep schemes becomes possible if the contribution to experiential learning of other strategies is recognised. This document should contribute to that recognition.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

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The Staff Development Unit would wish to indicate their appreciation and thanks to the very large number of people, both staff and trainees in Vocational Preparation Programmes, as well as those associated with the programmes, who co-operated in so many ways in order to make the project possible. Also the Unit would like to thank the Further Education Unit for giving them the opportunity of making a contribution to this important area of staff development.

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Introduction: A Brief Outline of the Project

1 This project is about *learning from experience*, whether in sandwich courses, or, as in this study, youth training schemes occurring in the area of Vocational Preparation Programmes. It was felt that such programmes were in some ways undergoing substantial change because of the growing emphasis upon the need for an experiential element in their learning processes. Though *experiential learning* is now perhaps a 'respectable' term in learning theory, it appeared that there were two types of danger in a too imprecise use:

(i) Too narrow an interpretation confines its use to *experience in a workplace* from which learning may or may not take place.

(ii) Too wide an interpretation leaves all learning in vocational preparation to *on-job experience*, thus devaluing off-job provision, both in its theoretical elements and in the form of simulated experiences outside the workplace.

2 It was against this background that the FEU commissioned the Staff Development Unit, Manchester Polytechnic, to identify and investigate *criteria* which might be used by trainers in the wide variety of vocational preparation schemes, in deciding how far the experiential elements of their schemes were *comprehensive, appropriate* and *relevant* in developing vocational preparation and training on the schemes. The Research Team was also asked to test out draft criteria in the field, and to make recommendations concerning the application of the criteria across the Vocational Preparation Programmes (VPP) in the UK whether they be college-based, unemployment-based or employment-based.

3 Experience was agreed at the outset of the study (February 1982) to have three main manifestations within VPPs:
(i) work experience,
(ii) simulated experience,
(iii) residential experience,
all of which were seen to be desirable components of the totality of experiential learning. As far as was possible, we were concerned to discuss the three modes, and examine their comparative usefulness in vocational preparation and training. In addition, the main focus of the study was to be upon *planned experience*, and its potential for learning, not that part of experience, important as it undoubtedly is, which occurs outside education and training programmes, over which staff could not be expected to have any effective control.

4 The study was to generate a discussion of principles and practice, with practical guidance and support for those involved in vocational preparation provision that would increase the effectiveness for learning in the experience components of the curriculum. This publication constitutes that discussion. Additionally, a Research Report is to be published, which will give a more detailed picture of the study, its methods, and its findings. Copies will be available on request from FEU.

5 In the course of the study, the Research Team discussed issues and opportunities related to Planned Experience as a component of the Programmes, with up to 500 staff at a variety of levels in some 150 schemes of Vocational Preparation. These discussions were frequently by way of face-to-face interviews and workshop sessions, though telephone interviews were also used. Draft criteria were developed, and pilot-tested, from which a large-scale *Checklist of criteria for planned experience* was formulated. This was circulated to about 550 staff (and a small number of trainees) in over 350 schemes, and 213 completed checklists were returned (39% response).

6 From the analysis of the survey data and the fieldwork, a list of 16 Core Criteria for Experience was developed (see Section 1). These Core Criteria were validated through fieldwork and at a workshop attended by a range of organisations involved in Vocational Preparation Programmes.

Structure of this Publication

7 This publication *Planned experience* has three sections: first, a list of the 16 Core Criteria for Experience, with recommendations for their use; these are applied in the second section to some case studies of experiential learning in action; the third and final section looks at the implications for, and

likely demands upon, staffing of such Programmes of Planned Experience.

Experiential Learning

8. Participative learning approaches involve the trainee/student in various learning activities which contrast with the traditional 'talk and chalk' teacher-led approaches. These approaches include group discussion, and individual project work. Other typical techniques are buzz groups, practical work, question and answer, brainstorming, syndicate discussion groups and planned visits, as well as games and simulations.
The essence of experiential learning in this context is that it will include high levels of trainee/student-centred participation and activity.

9. Experiential learning approaches make additional demands in such areas as:
Structuring the necessary trainer intervention (trainer)
Developing coaching skills (trainer)
Enabling the transfer of skills where their ownership has been achieved (trainer)
Giving and receiving appropriate and timely counselling and guidance (trainer, trainee)
Giving opportunities for achievement through trial and error (trainer)
Using relevant communication skills, particularly those involved in active listening (trainer, trainee)
Team-building (trainer, trainer)
Applying appropriate and relevant assessment, formal and informal, formative and summative (trainer, trainee)
Developing problem-solving skills (trainer, trainee)
Appreciating the outcome of the experience (trainer, trainee).

10. The methodology of experiential learning is a largely undeveloped area in training design, but interesting work is now being done in a variety of schemes of vocational preparation and training which, when brought together with the best traditional education and training provision, can make a major contribution to greater effectiveness in the broad field of vocational education.

The Goals of Vocational Preparation

11. Practice and priorities in the uses of experience are determined to some extent by the perceived goals of vocational preparation, since these determine the emphasis and thrust of any programme. Different staff and organisations involved in vocational preparation programmes take different views.
Since the perceived goals of vocational preparation influence the provision of experience within Vocational Preparation Programmes, survey respondents were asked to rank a select list of goals.

High ranked goals were listed as:
Understanding working life
Promotion of self-development
Skills development and awareness.

Medium ranked goals were:
Appreciation of others' contributions
Ease of transition to work
Transferable skills
Enlargement of vocational opportunity.

Low ranked goals were:
Meeting personal, social and job needs
Placing work in life plans
Basic training in an occupational area
Flexible labour force
Delay of entry to labour market.

The Location of Planned Experience

12. Planned Experience, like the schemes in which it is set, can occur in a variety of locations:

Planned Experience at work – most often on employers' premises (PEW)
Planned Experience in college (PEC)
Planned Experience in training workshops (PET)
Planned Experience on community projects (PEP)
Planned Experience on residentials (PER)

There is a tendency to assume, as has been noted earlier, that VPP experience equals work experience, but this is not necessarily so. A full discussion of a range of alternative views is found in the project report.

General Areas of Skill Development by Planned Experience

13 Five areas of skill development are identified within Vocational Preparation. These are the development of

Personal skills
Interpersonal skills
Occupational skills
World of work skills
Life-planning skills

All respondents to the checklists were asked to indicate the extent of development achieved within the overall experience element, and from each of the different locations of planned experience.

Criteria for Learning from Planned Experience

14 Table 1 summarises the analysis of data from the survey which revealed the priorities of staff in the different areas of learning and development promoted by the various locations of experience within vocational preparation.

Table 1. Summary of the Variations in Ranking Criteria for Learning from Planned Experience

	Location				
Overall Ranking	PEW	PEC	PET	PEP	PER
High					
Health and safety	High	High	High	High	High
Basic skills	High	High	High	High	High
Assessment and review	High	High	High	High	High
Tools and equipment	High	*Medium*	High	High	High
Personal development at work	*Medium*	High	High	High	High
Occupational skills	High	High	High	High	High
Medium					
Conformity	*High*	Medium	*High*	*High*	Medium
General personal development	Medium	*Low*	Medium	Medium	*High*
Attitude development	Medium	Medium	Medium	Medium	Medium
Teamwork	Medium	Medium	*Low*	Medium	Medium
Instruction/Learning	*High*	Medium	*High*	*High*	Medium
Support for future needs	Medium	*High*	Medium	Medium	*High*
Low					
Organisational understanding	Low	Low	*Medium*	Low	Low
Adaptability	*Medium*	*Medium*	Low	*High*	Low
Process skills	Low	Low	*Medium*	Low	*Medium*
Autonomy	Low	Low	Low	Low	Low
Commercial considerations	*Medium*	*Medium*	*Medium*	Low	Low
Community involvement	Low	Low	Low	*Medium*	Low
Recreational/Creative development	Low	Low	Low	Low	*Medium*

Variations from the overall rankings are shown under the appropriate location for planned experience.

The sub-checklists for PEW, PEC, PET, PEP and PER were completed not only by the providers of that experience, e.g. by college lecturers for PEC, and by workshop supervisors for PET, but by any respondent who wished to do so. Thus the response for PER summarises data from college lecturers, employers and supervisors of training workshops as well as residential staff, and similarly for other locations. The data have a broad base and a detailed breakdown of the sample by staff position (administrator, lecturer, supervisor, etc.) and by type of organisation (college, industry/commerce, voluntary organisation, etc.) is given in the research report.

The Components of Experience

15. The components of experience in Vocational Preparation Programmes are comprised in the first 10 Core Criteria for Experience, which are explained in Section 1, pp. 5–26.

RECOMMENDATIONS

16. The proposals made for Core Criteria for Experience, comprise the chief set of specific recommendations resulting from this Project. In addition there are areas in need of particular attention which are noted in various other places in this publication. The Research Team feel that three particular aspects of the schemes need extensive consideration if the purposes and use of Planned Experience as a major vehicle for learning in Vocational Preparation Programmes of all kinds are to be maximised.

(i) some developments in the use of simulation as part of the Planned Experience component of the schemes;

(ii) considerably expanded and appropriate provision for staff support and development, for the new challenges of experientially-based approaches to learning;

(iii) substantial work on the *trainee* role in the design and implementation of learning agenda and curricula which meet individual trainees' needs, whilst at the same time having regard to the changing employment market, and consequent cultural and social reorientation in the United Kingdom as a whole.

Section One – The Core Criteria for Experience

INTRODUCTION

17 This section develops *a set of core criteria* arising out of the research study. A checklist of 16 Core Criteria of Experience (CCE) follows in paragraphs 26–29. It will be noticed that the checklist is partly interactive, and the rationale behind this is explained in paragraphs 24–25 entitled *How to Use the CCE Checklist*.

18 The focus for Vocational Preparation Programmes leads to a number of changes in content and emphasis in the design of the Programme aims and curriculum; some of these changes are indicated in the checklist which follows.

Design Changes in Vocational Preparation Schemes: a Checklist

From	To
Specific vocational training	Preparation for broader vocational horizons
Orientation to market need	Orientation to trainee need
Ownership of skills by the trainers or the training establishment	Ownership of skills by trainees
The learning of skills	Learning how to learn
Skills training	Problem-solving
Knowledge	Performance
Narrow range of experiences	Wide range of experiences
Working to syllabi and/or company/centre needs	Negotiated learning agenda for each trainee
Theory/information-based learning	Experience-based learning
Didactic, non-participative	Learner-centred, participative
A selective programme based around 'favoured elements' depending on resources and staff predelictions	A balanced programme based around formal and identified elements of structure (the 4 FEU elements, and/or the 8 MSC elements)
Isolated elements, occurring in sequence	Linked, integrated elements forming a defined whole
Informal, unstructured counselling	Formal counselling support systems
Assessment as standards-checking	Assessment as counselling designs

19. These changes are now in process within Vocational Preparation Programmes. This study has been concerned to identify and propose the necessary components of *effective experience-based learning*, wherever it occurs (at work, in colleges, workshops, projects and on residentials), and for whatever purposes (employment development, self-development, social development). The study indicates that attention should be paid to the following *four* major essential factors in the quality of Experienced-Based Learning.

The Use and Development of Simulated and Structured Experience, with its Variability and Controllability

20. Work experience on employers' premises is constrained by the nature of the employer's business in regard to what it can offer trainees. Colleges, training workshops and community projects can, however, make arrangements to achieve particular outcomes. For example, one workshop found that the less able group who, amongst other duties, cleaned the lavatories, were stigmatised by the other trainees. The restructuring of the experience in a workshop by the introduction of a compulsory period for all trainees in the renamed Workshop Services Section changed attitudes through providing an experience of team membership.

Appropriate Staff Selection and Development

21. Some effective schemes visited in the study involved staff who had undertaken new roles, were teaching new subjects and were employing new teaching methods. These staff were actively responding to the challenge of change in technology, education and training. Not all staff take full responsibility for their own learning, and staff development programmes are needed to increase their skills, their confidence and their motivation to learn. The analysis of different staff skills and attitudes given in Section 3 shows the need for staff development if the Core Criteria for Experience are to be met.

Effective linkage between all the elements and providers of the programmes, on and off the job

22. The results of the survey show which different skills have been promoted in different locations of experience. Case studies have shown that some off-the-job training has been regarded as irrelevant by employers. Liaison between all providers, and elements of programmes can ensure that a balanced curriculum is implemented to prepare young people for a permanent job or for further education and training.

23. The Core Criteria for Experience (CCE) are offered as ways in which the operation of these essential factors can be checked. Each CCE checks out aspects of experience-based activity in a scheme, and the level and quality of the concern for effective vocational education evidenced by the degree to which the CCE is met.

HOW TO USE THE CCE CHECKLIST

24. The checklist of Core Criteria for Experience offered here is not intended to be prescriptive. It comprises categories, which may, to some extent, overlap, but which conveniently represent the major components of individual development promoted through the planned experience of Vocational Preparation Programmes.

25. The CCE checklist can be used in a number of different ways.

(i) Individual staff use the checklist independently for their own personal evaluations.

(ii) Staff, in their various groupings (for example, all tutors, or workshop supervisors on a particular programme etc.) fill out the checklist, and then meet to discuss their responses.

(iii) All staff involved in a programme meet, across groupings, and use the checklist as a basis for programme design.

(iv) Staff and trainees work together on the checklists to identify agreement and divergence on aims, content etc.

(v) Staff investigate their own development needs resulting from the discussion above (see also the Staff Attitudes and Skills section of this report).

Following the checklist of CCEs a brief outline suggestion for the design of experience-based curriculum concludes this section.

A SUMMARY STATEMENT OF THE CORE CRITERIA FOR EXPERIENCE

26 Planned Experience should positively encourage in each trainee:

1. personal development
2. the ability to cope with uncertainty
3. interaction with others
4. the ability to solve problems and make decisions
5. the acquisition of a range of basic skills
6. the acquisition of a range of occupational skills
7. appropriate behaviour, attitudes and values
8. knowledge of the world of work
9. participation in his/her own learning
10. ownership and transferability of skills

27 Planned Experience should also provide

11. a system of assessment
12. guidance and progression
13. mentor support
14. linkage with other vocational preparation agencies
15. adequate resources
16. a systematic evaluation of programmes

CCE 1

THE PLANNED EXPERIENCE FOCUSES ON THE TRAINEE'S PERSONAL DEVELOPMENT

This CCE covers provision which

develops – self-confidence
– responsibility for own actions
– resilience
– persistence
provides – emotional challenges
caters for – emotional needs
stretches – the individual through specific tasks

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Does the placement offer progression through graded tasks?			
Does the trainee identify and undertake work on his own?			
Is the trainee given increasing responsibility?			
Does the trainee choose his/her own options?			
Can the trainee cope with encounters with officialdom?			
Does the experience allow for differing emotional needs in the trainees?			
Does the trainee appreciate the needs of others?			
Does the experience offer new challenges to the trainees?			
Do trainees reflect on their experiences?			

CCE 1 ILLUSTRATIVE EXAMPLES

A girl trainee, who had been studying for A levels at school, suffered a major life crisis through the death of her mother. She left school and joined the workshop where the staff gave her a lot of support and responsibility. She came to be regarded as one of the star trainees and the leading role she found at the workshop, together with the supportive staff, helped overcome her personal crisis.

In another case, a young man who had only recently arrived in this country, and who had had language and cultural difficulties in settling in, found the work in a puppet theatre project within a training workshop a 'transforming' activity. After participating in *both* the creative work of script-writing and scenery construction, *and* in the performances in schools and hospitals, he adjusted much more easily and productively to the more formal training activities of the workshop.

CCE 2

THE PLANNED EXPERIENCE INCREASES THE TRAINEE'S ABILITIES TO COPE WITH UNCERTAINTY IN PRESENT OR FUTURE SITUATIONS

This CCE covers provision which

develops – adaptability and flexibility
– understanding of work prospects
ensures – ability to cope with new situations
– ability to cope with new tasks and roles

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Does the trainee move from one work area to another?			
Can the trainee cope with an emergency?			
Are the trainees given new tasks and roles (e.g. checking attendance)?			
How often are trainees **active** *in an experience module?*			
Does the trainee respond appropriately to changes in plans?			
Can the trainee adapt to different places of work?			

CCE 2 ILLUSTRATIVE EXAMPLE

Some trainees from a town found it an anxious experience when they were on a residential visit to the hills, and were told they would have to find their own way to where their camping equipment and stores had been left. They were given brief instruction in the use of maps and compasses, but felt very uncertain in the strange environment, and with their supplies dependent on unfamiliar skills.

CCE 3

THE PLANNED EXPERIENCE PROMOTES EFFECTIVE INTERACTION WITH OTHERS

This CCE covers provision which

develops – teamwork
provides – opportunity to practise social skills in a variety of settings
develops – communication effectively with others of differing status
– participation in planning group efforts and actions

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R)

	F	O	R
Does the trainee work as part of a small group?			
Is the trainee given the opportunity for leadership?			
Can the trainee raise a problem with a superior?			
Does the trainee help in a team to plan a group activity?			
Are other people dependent on the trainee's work?			
Does the trainee work with people from unfamiliar sections of the community, i.e. with strangers?			
Is the trainee involved in the welfare of the group?			
Does the trainee contribute to setting rules for behaviour in a group?			

CCE 3 ILLUSTRATIVE EXAMPLE

The trainees in the catering section of a large training workshop prepared and served lunch in the canteen to all the trainees. This was a good example of teamwork, involved working to deadlines, and was judged by results. Two trainees took a coffee trolley round each morning, and during the afternoon they baked cakes and biscuits for sale in the canteen. These activities brought them into contact with all the staff and trainees in the workshop, as well as involving them in planning, costing and so on.

CCE 4

THE PLANNED EXPERIENCE DEVELOPS SKILLS IN PLANNING, PROBLEM-SOLVING AND DECISION MAKING

This CCE covers provision which

develops
- identification of problems
- co-operation with others to solve problems
- alternative strategies for solving problems
- informed decision making

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Does the trainee plan any part of his/her own work? What proportion of it?			
Does the trainee take decisions based on his/her work?			
Does the trainee contribute to the planning of modules of work?			
Does the trainee undertake simulated problem-solving and decision making activities?			
How often is the trainee given problem-solving tasks to complete in any one week?			
Does the trainee exercise any choice in his/her experiences on the scheme?			
Is the trainee able to see the order in which tasks and activities are to be done?			

CCE 4 ILLUSTRATIVE EXAMPLE

One group of young people undertook the design, production and distribution of a project magazine. This involved planning the content and persuading trainees to write contributions and illustrate it. The group worked as a team and with very limited resources had to make decisions as a group, as well as solving several problems in the course of production.

CCE 5

THE PLANNED EXPERIENCE INCLUDES BASIC SKILL DEVELOPMENT AND, WHERE RELEVANT, COMPUTER AWARENESS

This CCE covers provision which:

develops
- the basic skills of talking, listening, reading and writing
- number, shape, measuring and estimation skills
- dexterity and manipulative skills

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Do the trainees undertake specific tasks in each of the basic skill areas?			
Is there 'hands-on' experience with computers?			
Can trainees report accurately, orally and in writing?			
Can trainees plan and estimate costs involved in an activity such as planning a journey?			
Can trainees use a variety of sources of information, including telephone and television?			
Can trainees follow instructions?			
Can trainees cost a job?			
Can trainees read a map?			
Is the trainee able to estimate stores and equipment levels?			

CCE 5 ILLUSTRATIVE EXAMPLE

A small outdoor activities centre involves the visiting groups in the catering and domestic tasks. This entails following the use of oral and written instructions, and measuring and weighing quantities amongst other things. This also involves co-operation in preparing meals (an important part of life at 16+ !), and a variety of basic skill development ranging from attractive presentation to efficient use of available resources. A map reading session followed by an orienteering exercise is a regular feature of such residential experience.

CCE 6

THE PLANNED EXPERIENCE INTRODUCES A RANGE OF OCCUPATIONAL SKILLS

This CCE covers provision which:

provides – a wide range of tasks
develops – use of tools and/or equipment
– use of differing materials
ensures – trial of new occupational activities
– achievement in some occupational skills

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Does the trainee try out a variety of new occupational skills?			
Is the trainee involved in the maintenance of tools and/or equipment?			
Does the trainee achieve some success in more than one occupational skill?			
Does the trainee know the level of achievement in a skill which is required of him/her?			
Does the trainee work in more than one department/occupational area?			
Is the trainee made aware of the variety of skills in any particular occupational area?			

CCE 6: ILLUSTRATIVE EXAMPLE

One scheme run by a major national bank aimed to introduce the youngsters to general office duties, using a variety of office machinery. When they had mastered these duties they then progressed to more specific tasks, for example using the computer terminal, and coping with the bank's postal system. Considerable emphasis was also placed on the trainee's numeracy, literacy, and communication skills.

CCE 7

THE PLANNED EXPERIENCE PROMOTES BEHAVIOUR AND ATTITUDES WHICH ARE APPROPRIATE TO THE TRAINEE'S NEEDS AT WORK

This CCE covers provision which

develops
- punctuality
- reliability
- self-control
- self-presentation
- respect for others
- trust in others

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Does the trainee learn about the need to conform to others' standards?			
Is the trainee involved in the setting of standards of behaviour?			
Does the trainee dress appropriately?			
Is the trainee punctual?			
Is the trainee aware of others' values?			
Is the trainee trusted by others?			
Does the trainee inspire trust?			
Is the trainee reliable?			
Does the trainee recognise the need for safety procedures?			
Does the trainee abide by group decisions?			

CCE 7 ILLUSTRATIVE EXAMPLE

A community service project run by a large voluntary organisation included work with pre-school play groups, 'companionship visiting' to the elderly or handicapped, and help in a handicapped club, a luncheon club for the elderly and with meals on wheels. The youngsters were carefully selected for this project; for example tasks such as shopping for old people required *honesty* as well as *numeracy*. The importance of being cheerful was emphasised. This scheme was seen as promoting the development of the youngsters as well as providing a reliable community service.

CCE 8

THE PLANNED EXPERIENCE ENSURES LEARNING ABOUT THE WORLD OF WORK

This CCE covers provision which:

gives – a working knowledge of health and safety regulations
– a knowledge of work practices

develops – understanding of the relationships within an organisation
– understanding of cost saving and deadlines

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Is the trainee familiar with the health and safety regulations required?			
Does the trainee understand the importance of work practices/ procedures?			
Does the trainee appreciate the hierarchy in his/her organisation?			
Does the trainee avoid waste?			
Does the trainee focus on **world of work** *learning?*			
Do trainees investigate the set-up of different organisations?			
Are trainees involved in costings?			
Do trainees appreciate production pressures?			
Do trainees grasp what is valued at work?			
Can trainees talk to supervisors appropriately?			
Are trainees aware of the main elements in running a business?			
Are trainees aware of their contribution to product/service range?			
Do trainees discuss the rationale of work practices?			

CCE 8: ILLUSTRATIVE EXAMPLE

An NTP scheme in a manufacturing company engaged in continuous process work where the trainees were rotated through five different jobs to learn specific skills. Each trainee also learnt some more generally applicable skills, the safe operation of powered lifts and handling machinery involving cranes, electric blocks, pallet trolleys and rope splicing. The module on safety included analysis of recent accident records as well as a first-aid appreciation course. A wider understanding of the firm and the working environment was developed through analysis and discussion of the Annual Reports of the Company Chairman and for the Employees.

CCE 9

THE PLANNED EXPERIENCE ENSURES ACTIVE PARTICIPATION BY THE TRAINEE

This CCE covers provision which:

develops – the use of trial-and-error learning
– understanding of consequences of own actions

provides – a major role in 'doing' and 'making' for the trainee

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R)

	F	O	R
Does the trainee identify with his/her organisation?			
Does the organisation recognise the trainee as a member?			
Is the trainee asked to correct his/her mistakes?			
Does the trainee receive feedback on his/her performance?			
Does the trainee contribute to reviews of his/her activities?			
Is the trainee encouraged to express feelings about experiences?			
Do the trainees learn by trial and error?			
Are the trainees personally involved in fault-finding?			
Does the **trainer** *do more of the work than the* **trainee***?*			

CCE 9 ILLUSTRATIVE EXAMPLE

In one workshop supervisors are actively discouraged from doing too much for the trainees, who are expected to do most tasks themselves. Where expensive material is used the supervisors check trainee measurements before the material is cut. The trainees' interest is also engaged by sometimes allowing them to make things for themselves, and this usually involves choosing both the material and the design.

CCE 10

THE PLANNED EXPERIENCE GIVES OWNERSHIP AND TRANSFERABILITY OF SKILLS

This CCE covers provision which

provides – trial of a number of related practical skills
– practice of new skills for a minimum period of time
ensures – ability to apply skills to different tasks

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Do trainees, in general, merely follow a series of instructions when learning skills?			
Do the trainees apply their learning in one skill area to new skill areas/situations?			
Do trainees apply those aspects of skills learnt to new tasks?			
Do trainees identify, develop and consolidate skills through simulations?			
Can trainees describe ways of applying particular skills to new situations?			
Are trainees encouraged to solve problems by combining the skills they have learnt?			

CCE 10 ILLUSTRATIVE EXAMPLE

One scheme, run by a small company making high-precision equipment, aimed to train the youngsters in a number of engineering skills. During the six-month period the trainees were given training in a number of related skills. As soon as they were proficient in that skill they were then expected to transfer this knowledge to a new, but similar piece of equipment. They were encouraged to take a certain amount of initiative and responsibility for their work.

CCE 11

THE PLANNED EXPERIENCE PROVIDES FORMAL AND INFORMAL ASSESSMENT AND REVIEW

This CCE covers provision which:

identifies – experiential learning achieved by trainees
develops – use of profiles and/or trainee-centred reviewing

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Is a record kept of the trainee's work as it occurs?			
Is there routine inspection of the trainee's output for standards/ quality?			
Does the trainee understand the standards required?			
Is trainee progress monitored in a variety of ways?			
Are learning objectives agreed?			
Are experiences de-briefed?			
Are experiences made the subject of a group and/or individual record?			
Are trainees' needs a major consideration in their selection for work placements?			

CCE 11: ILLUSTRATIVE EXAMPLE

A placement officer felt that a shy trainee needed an opportunity for social development, and persuaded the young man to accept a placement with a playgroup. After a week the placement officer visited the playgroup and was able to see how this trainee related to the children and staff. The trainee was proud of the work he had done with the children, and during the visit one child climbed on his knee, which showed that he had been well accepted by them. It was also clear that the playgroup staff valued his contribution.

This informal assessment was supplemented by a regular systematic review during and after the placement, including the trainee's self assessment.

CCE 12

THE PLANNED EXPERIENCE PROVIDES GUIDANCE AND PROGRESSION DURING AND AFTER THE EXPERIENCE

This CCE covers provision which:

provides – a reference and work record
develops – a confidence to identify and undertake further training
gives – an awareness of realistic job prospects
increases – understanding of the role of careers service, the job centre and DHSS
– awareness of self-help groups, and recreational opportunities in the community

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Is the trainee made aware of job prospects in the locality?			
Is the trainee told of local self-help groups and co-operatives?			
Is the trainee given personal counselling for his/her needs?			
Is voluntary work in the community identified for trainees?			
Is the trainee given guidance on opportunities available for further education and training?			
Do the experiences help trainees to have a realistic awareness of local and regional job opportunities?			
Has the trainee realistic job aspirations as a result of his/her experiences?			
Do staff accompany trainees on residentials?			
Are future options reviewed in the light of characteristics displayed during experiences?			

CCE 12 ILLUSTRATIVE EXAMPLE

Trainees on a scheme in a large city centre department store are given a formal in-depth training in one of a number of areas, such as office work and sales departments. At the end of the experience, an in-company certificate is awarded with departmental comments from a variety of staff involved. Should the store be unable to offer full-time employment, it uses its links with other stores in the area to help trainees into similar employment, as well as allowing for systematic discussion on the trainee's future progress.

CCE 13

THE PLANNED EXPERIENCE IS SUPPORTED BY STAFF WITH THE ROLE OF MENTOR AND TUTOR AS WELL AS INSTRUCTOR

This CCE covers provision which

promotes – reflection on the trainees' experience with staff support
– negotiation between the trainees and the staff

provides – appropriate counselling

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Does the trainee negotiate a learning agenda with staff, within the options available?			
Do staff have an identified role as counsellors?			
Do staff encourage trainees to discuss personal, social and technical problems with them?			
Are trainees helped to understand the reasons behind procedures adopted?			
Are trainees helped to see their work in wider contexts?			
Are trainees given relevant background information?			
Do trainees have formal or informal discussions of values related to their training and/or related to their work activities?			

CCE 13 ILLUSTRATIVE EXAMPLE

The experience gained by the trainees in a small supermarket was helped considerably by the manager and his staff acting as 'mentors' as much as 'instructors'. Parents were encouraged to attend the initial interview with the youngster, so that any personal problems could be identified and if possible sorted out. They were initially placed next to another member of staff whom the manager thought would be most helpful to them whilst learning the job, and who took a general caring role in the personal learning of the trainee.

CCE 14

THE PLANNED EXPERIENCE INCORPORATES SYSTEMATIC AND EFFECTIVE LINKS BETWEEN THE PLANNED EXPERIENCE AND OTHER PARTS OF THE VOCATIONAL PREPARATION SCHEME

This CCE covers provision which:

incorporates – staff links between agencies
– regular liaison
develops – joint staff training

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R):

	F	O	R
Is there linked staff training between scheme staff?			
Is there regular liaison between all staff involved in the schemes?			
Are work placements monitored and how often?			
Are there agreed objectives for all parts of the scheme?			
Are courses planned and placements chosen so as to fulfil agreed objectives?			
Are on-job staff involved in planning off-job elements, and vice-versa?			
Do staff development activities involve visits to on- and off-job centres?			
Do staff plan residentials as integrated parts of the whole programme?			
Are other groups in the community included in Vocational Preparation residential experiences?			
Where residentials occur with outside professional agencies are they integrated with the overall programme?			

CCE 14: ILLUSTRATIVE EXAMPLES

A Social and Life Skills Department in one college ensures, in the structure and curriculum of its provision, some time for *reflection on work experience* and using the experience to develop simulations of work situations, e.g. mock interviews. Staff from some of the work placements regularly contribute to the discussion of such simulations, and are occasionally involved in them.

In another college a well-developed staff development programme is being implemented, bringing together subject and Social and Life Skills staff, co-ordinators, supervisors from work placements, and Careers staff. Topics include sampling and assessment, personal and work counselling and guidance, and support for staff involved in counselling and guidance. Interdepartmental teams are established and regular orientation and support sessions occur.

In another example an industrial training board had a well-designed scheme which was integrated with college work. The staff from the college and the training board accompanied the young people on a residential, which was used as a staff development exercise, whilst additionally improving communications with trainees.

CCE 15

THE PLANNED EXPERIENCE HAS ADEQUATE RESOURCES FOR FULFILMENT OF THE CRITERIA

This CCE covers provision which

involves
- employment of appropriate staff
- provision for staff development
- provision for suitable and sufficient tools and materials
- adequate accommodation

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Do staff choose to be involved in the planned experiences on the scheme?			
Do staff undergo additional and specific training and development related to vocational preparation?			
Are material resources adequate for the demands of the scheme?			
Are trainees adequately insured on placements?			

CCE 15: ILLUSTRATIVE EXAMPLE

A large manufacturing company runs a training workshop on its premises involving a considerable company subsidy. As well as the high standards of training offered, there are particular advantages for the trainees, due to the reputation of the parent company and the efforts made by the workshop to find permanent jobs for the trainees, around 70% of whom enter permanent employment, some within the parent firm. The facilities of the company also include a gym which the trainees visit weekly as part of their vocational preparation scheme.

CCE 16

THE PLANNED EXPERIENCE INCORPORATES SYSTEMATIC AND REGULAR EVALUATION OF THE PROGRAMME

This CCE covers provision which

tests – the fulfilment of the previous 15 core criteria
defines – programme objectives and checks their implementation and achievement
undertakes – review of programme elements and integration
promotes – development of the programme

It may be a useful check for yourself to indicate whether the planned experiences in your scheme meet the criterion in the ways indicated by the questions below *frequently* (F), *occasionally* (O), or *rarely* (R).

	F	O	R
Is there regular checking of your programmes against the CCEs?			
Are the programme objectives defined and understood by staff?			
Is there regular review of the programme design?			
Are areas for programme development identified?			
Are the objectives of the programme achieved?			
Are modifications made, based on the evaluation?			

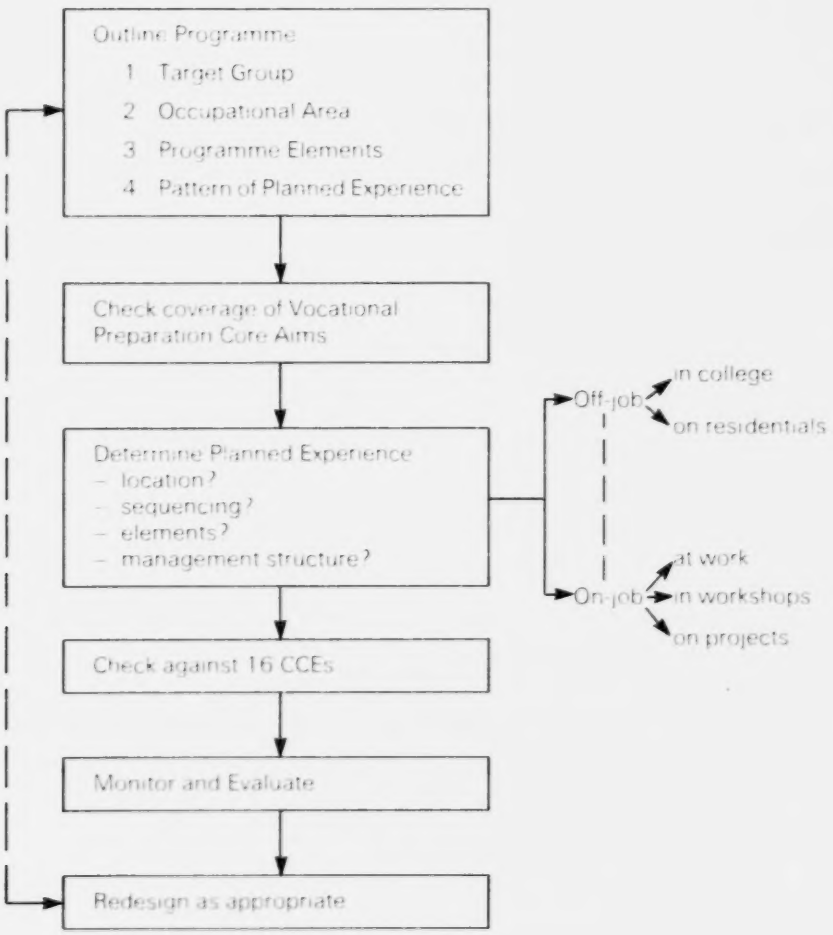
CCE 16 ILLUSTRATIVE EXAMPLE

In one scheme the appointment of a Development Officer led to a re-examination of the design of the experiences provided, their aims and objectives, criteria for achievement, and the level of effectiveness of the scheme as a whole. Regular review and evaluation meetings for staff were arranged.

SUGGESTIONS FOR DESIGN OF AN EXPERIENCE CURRICULUM

28 In the conclusion to this section, a sample design for an experience-based curriculum is given, first in outline as a model (A), and then loosely amplified in terms of possible implementation (B)

A. Model



B. Possible Implementation: a College-based Programme

Outline Programme

Target Group 16+, mixed ability

Occupational Area (one of)
- Office practice
- Retail selling
- CDT/Engineering Basic
- Caring Profession Foundation
- Visual Marketing Introduction

Programme Elements Negotiated Learning Agenda drawing upon:
- Theory as appropriate to each occupational area
- Planned Experiences
- Counselling and Guidance
- Basic and coping skills

Schedule of Elements
- Alternating *blocks* of off-job and on-job elements over the duration of the programme
- Two 5-day residentials, one in the first 3 months, one in the last 2 months

Aims The 'Vocational Preparation' Core Aims are used as bases, with appropriate specific objectives derived from them for particular areas.

Planned Experiences

(a) The *off-job* Planned Experiences involve guidance and counselling 'negotiation' sessions (CCEs 11, 12, 13) to *define* and *plan* the areas below, and use observation, discussion, groupwork, trial, simulation and debriefing activities to *implement* and *assess* them:

(i) *personal development needs* (CCE 1), for example, resilience, persistence, self-confidence, emotional challenge, stretching the individual:
- repetition of tasks in differing circumstances
- correction for precision
- representing the group as spokesman
- helping in a nursery, school, old people's home
- work on a cash till
- designing a day visit, to suit majority choices
- taking a leadership role, encouraging others in a residential exercise

(ii) *process skill needs* (CCEs 2, 3, 4), for example, adaptability, flexibility, coping with strangeness, uncertainty, interacting with others, etc.:
- working as a volunteer serving tea in a hospital or clinic
- designing a day's visit, to suit majority choices
- 'cold' visits to employers for employment
- manning and setting up a stall at a charity sale
- helping with meals on wheels, or at a local junior youth club
- showing visitors around the college, as part of a team
- organising a sports event, as part of a team
- working in a new section of the college for a day/week
- Saturday work, voluntary or paid.

(iii) *basic skill needs* (CCE 5), for example, basic communication skills, numeracy skills, manipulative skills, estimation skills etc.:
- using spoken language in a variety of situations for a variety of purposes
- games to develop active listening skills
- reading for various purposes, using various types of written matter, e.g. persuasion, instruction
- writing for different purposes and situations
- practical basic mathematics of all types
- dexterity development in everyday functions
- estimating distances, amounts, ages, heights, costs, etc.
- information exchange necessary for secondhand motorbike purchase, cost of 'digs', rules for a residential visit, behaviour, etc.

(iv) *occupational and World of Work needs* (CCEs 6, 7, 8), for example, process and achievement in occupational skills range, understanding appropriate behaviour at work, basis of health

and safety regulations, organisational relationships, etc.

- working in another section of college for one day (e.g. from engineering to catering)
- 'cold' calls to employers for jobs
- Saturday work, voluntary or paid
- simulations of work situations, hierarchies, etc.
- exercises to deadlines with limited cost resources.

(v) *learning from experience capability* (CCEs 9, 10), for example, trial-and-error awareness, understanding consequences, ability to 'do and make', consolidation activities, application to new tasks, learning attitude, etc.

- reports of events, diaries, drawings
- discussion, especially about implied values (in, say, an incident video-recorded, doing a simulation)
- discussion of, for example, a TV programme without sound (e.g. The Living World, Coronation Street) – events, their implications, etc.
- simulation – debriefed – re-played' how did second 'playing' differ from first in view of learning that took place?
- how do 'cold' visits to employers for example, differ as one does more?
- try out general set of approaches to, say, an official, with various styles/wording, e.g. ask someone the way – general public. Note responses – how do they differ?

(b) The Programme's *on-job* Planned Experiences contain components which highlight performance in the trainees in areas such as:

(i) *difficult but defined tasks, with restricted help from others* (CCEs 1, 2, 6, 7, 9, 10). These would vary greatly, dependent upon the particular on-job provision, but would be such things as:

- sewing in a zip without instruction the first time
- putting in sash cords
- vehicle maintenance
- dismantling and reassembling an electric motor
- allocation of worst jobs
  - cleaning loos
  - sweeping up
  - running messages
  - repetitive jobs
  - paperwork
- sharing of job – dismantling and reassembling
- calculation of wallpaper for room (amount and cost)
- costing of jobs
- responsibility for stores/stock control
- checking to standards using instruments e.g. gauges

(ii) *group work tasks* (CCEs 3, 4, 8, 9), such as:

(iii) *an input by trainees into planning, diagnosis, and fault-finding* (CCEs 2, 4, 8, 10). These would again be variable, dependent upon the nature of the on-job placement, including such things as 'progress-chasing' construction of flow chart to show stages in a job and common blockages.

(iv) *involvement in tasks calling upon communication, numeracy and related basic skills* (CCEs 4, 6, 7, 8, 9)

(v) *a project to check on world of work learning* (CCEs 4, 6, 7, 8, 9), developed from such things as:

- analysis of world of work constraints on a business idea developed off-site
- health and safety hazards in an office
- solutions to problems within time and cost restraints.

(c) The Programme's overall management of its Planned Experience provision ensures, through appropriate structures:

- formal and informal assessment and review (CCE 11)
- guidance and progression with staff support (CCEs 12, 13)
- linkage between the Experience and the other parts of the VPP, including staff contributions, contents, and learning agendas (CCE 14)
- adequate resources for, and evaluation of, the Planned Experience needs of the Programme (CCEs 15, 16)

Section Two – Six Case Studies

INTRODUCTION

29 The variety of provision of planned experience in vocational preparation schemes is very wide. The examples which follow have been chosen to illustrate that variety and to demonstrate current practice and the way in which each scheme meets some of the Core Criteria for Experience.

30 In this section the CCE checklist has been used as an audit. Negative factors within schemes have not been discussed though it should be recognised that amongst the wide variety of placements employed, some are dysfunctional for training.

31 The most widely used provision is work experience on commercial or industrial premises, and two studies of these are discussed first. After these, an example of college provision is followed by a study of a training workshop. Finally, a community project and a residential centre are discussed.

CASE STUDY 1 – A NATIONWIDE SCHEME

This is a nationwide scheme based in a commercial retailing company.

Description

The company consists of a distribution and administrative centre with a chain of retailing and repair shops. A few work experience places are offered in the offices and over 200 in the shops. Most of the young people come through the local careers service and the company is highly selective.

Aims

The aim is to offer the trainee the opportunity to work in a well disciplined organisation, as part of a team in a profit-making concern and through this to help the young person to develop appropriate attitudes to work, and to mature.

The company aims to use the scheme for recruitment purposes.

Relationships between Staff and Trainees

The relationships between staff and trainees was good. The trainees appreciated the induction period and enjoyed the variation between jobs in a section. They felt they were getting good experience of working life within a large company and all hoped to be kept on in employment with the company.

Special Features

The company subjects the trainees to its usual selection procedure for all prospective employees. Applicants have two interviews and a numeracy test.

There is a closely supervised assessment procedure for each trainee. Appraisal interviews are carried out by the supervisor after one month, three months and five months, in order to discuss the trainee's future. Any problems, at work or at home, can be raised during these interviews. A number of former work experience trainees had themselves been kept on and became management trainees, later making excellent managers.

With the recession and the company's reduction in staff, it was becoming more difficult to keep on trainees after the scheme.

Discussion

This scheme is well organised, with planned progression over the 12-month period.

- There is a highly selective recruitment procedure.
- Few trainees choose to attend the Social and Life Skills provision at a nearby college, which both they and the company see as irrelevant to the work placement.
- Better liaison between the company and the college is required over the day release provision.

Application of the Core Criteria (CCEs)

This study illustrates the application of the Core Criteria for Experience in various ways:

- the development of appropriate attitudes working with others (CCEs 7 and 3)
- movement by the trainee through various areas, involving new tasks and a range of occupational skills (CCEs 2 and 6)
- there is a regular assessment and review system, including counselling (CCEs 11 and 13)
- the Planned Experience incorporates systematic and regular evaluation of the programme (CCE 16).

CASE STUDY 2 – A SMALL LOCAL SERVICE ENTERPRISE

This small local service enterprise has placements for two young people on work experience.

Description

The garage is a very small business specialising in car body repair work and maintenance. It occupies one workshop with a very small office. There are five permanent staff and two trainees on work experience.

Most of the trainees come through the careers office, but the owner said that on occasions youngsters had called in on their own initiative. There had been 25 youngsters on work experience over the last two years. Some lasted a day, some a week, some attended for the full time and were then employed by the firm at the end of that time. The main criteria here seemed to be whether they worked hard and fitted in with the permanent staff.

The trainees are treated as apprentices and are taught the basic skills of the trade. If they show interest and aptitude, they can move onto higher skills such as welding and spraying. With several trainees there have been problems of literacy and numeracy; for example, carrying out spraying requires the ability to read instructions and code numbers for the various paints involved. The owner felt that the careers service had underestimated the requirements of the work, and that he could not accept trainees without these skills.

The owner did not release his trainees for Social and Life Skills training at college as he saw no benefit for him as employer. However, when youngsters were offered permanent jobs in the garage he offered them the chance to go to college on day release for welding, as this was of immediate benefit to the business.

Aims

The owner expressed two aims for the scheme:

(a) to find the best trainee who, after six months' work experience, would be able to enter full-time employment in the garage;

(b) to train young people in a certain skill area.

He admitted that he used the work experience to give him two cheap apprentices:

"I give the government a lot in taxes, rates, etc. Now the government gives me something in these lads."

He also used the scheme to give him a chance to find the best youngsters to employ as there is, he claimed, a high turnover of staff in the trade and he needs to replace them quickly.

Relationships between Staff and Trainees

The two boys currently in the garage indicated that they were quite happy there and very much wanted to be taken on full-time. They felt that they were being given a good basic training in car maintenance and it was obvious that the staff were willing to give their time and training expertise to these youngsters.

The owner made it clear that he expected hard work from these youngsters and soon dismissed those that did not come up to standard. He felt strongly that most of the trainees were not prepared at school for working life and suggested that the education system should prepare them more by training them in practical skills at 14+. He told of one trainee who came to him to be a mechanic, with CSEs in English, French and German, and whose hobby was playing the cello. He felt that the lad had been given bad career advice at school.

Discussion

- This is a small garage with difficult working conditions.
- A very basic introduction to working life is offered to trainees, all of whom spend the first week sweeping up.
- Involvement of the staff in the training was seen as contributing to staff development.
- Long-term trainees were assessed after two or three months, by a practical task.
- Evaluation of the scheme is seen largely in terms of benefits to the business.
- Day release for Social and Life Skills was seen as irrelevant and a waste of working time by the employer.
- Job-specific skill training at college was valued where it benefited the business.

Application of the Core Criteria
This study illustrates the application of the Core Criteria in various ways, for example:
- Personal development in terms of interest and aptitude determines whether the youngsters progress to higher skills (CCEs 1 and 12)
- Basic skill development occurs through undertaking technical tasks (CCE 5)
- The trainees were involved in real work for customers (CCE 9)
- The better trainees were introduced to a range of occupational skills (CCE 6)
- Evaluation of the scheme's experience was included (CCE 16)

CASE STUDY 3 – A COLLEGE-BASED WORK SKILLS COURSE

Description
This was a 12-month pre-vocational work skills course in electronics and communications. During the year a month in the college alternated with a month on work placement, with the same employer throughout the course.

There was an induction period and the social and life skills were augmented by specific training for customer contact work in retail outlets. The course included practical work on the maintenance of domestic appliances such as washing machines, heaters, toasters, irons, etc., as well as some computing.

Aims
The aims of the course were to equip young people to adapt to the demands of work, to gain some understanding of the world of industry, business and technology, particularly in the field of electronics, and to develop basic, general and specific skills required by employers.

Relationships between Staff and Trainees
The relationships between staff and trainees were formal and traditional. The course was in the main college building and differed little in style from the traditional work of the college, with regular monthly tests. The entry qualification for this course was CSE grade 3, though one trainee had four O levels.

The lecturer in charge felt that the young people did not appreciate or make the best use of the learning opportunities offered to them in college. Trainees interviewed on work experience said they much preferred the placement to the college work, though they recognised that they would not have had the work placement unless they were on the course. Selection of youngsters to the placements had been by college staff without offering the trainees any choice. The technical curriculum was not negotiated with the trainees but represented a thoroughly staff-planned package.

Special Features of the Scheme
The course was based on TEC modules and if completed represented 8 units towards a 15-unit certificate. It was hoped that young people who were unemployed at the end of the course could complete their certificate under the 21-hour provision.

Many of the employers who had been found for this course by the college lecturers were impressed with their trainees and intended to offer them permanent work at the end of the course.

There was a good liaison between college and work experience. The college lecturer visited the trainees once a week and inspected their log books, and sometimes identified needs in Social and Life Skills which could be included in the college work. This also provided an opportunity for counselling. The monthly modules of college work were summarised in a workbook which the trainees took with them to their place of work.

In the large enterprises, the trainees sampled electronics and communications systems work in several departments. Those engaged on repair work learnt about a variety of makes and models and the various manuals. However, equipment sent for repair is usually at least three years old. Those engaged in retailing became aware of some of the latest developments in electronics and communications systems as, in a more specialised way, did those in manufacturing. Both repair and sales included

customer contact involving social as well as technical skills, e.g. in television repair work.

Discussion
- This was a traditional style of course modified to meet MSC requirements and appropriate for local industry.
- The young people had a real chance of permanent work and were clearly motivated by this.
- The emphasis was on practical procedures with some limited consideration of theory.
- The college staff planned and integrated all aspects of the scheme.

Application of the Core Criteria
The Core Criteria illustrated by this case study are:
- attitudes appropriate to the trainee's needs at work (CCE 7)
- regular review, formally and informally (CCE 11), and counselling (CCE 13)
- basic skill development and computer awareness (CCE 5)
- effective interaction with others (CCE 3)
- skills in planning, problem-solving and decision making (CCE 4)
- introduction to a range of occupational skills (CCE 5)
- active participation by the trainee (CCE 9)
- ownership and transferability of skills (CCE 10)
- incorporation of systematic and effective links between the Planned Experience and other parts of the Vocational Preparation Scheme (CCE 14)
- the Planned Experience incorporates systematic and regular evaluation of the programme (CCE 16).

CASE STUDY 4 – A PRODUCTION-BASED TRAINING WORKSHOP

Description
This production-based training workshop was part of the very broad provision by a local authority, through the personnel department, in an area of high unemployment and with a large ethnic minority.

Although day release to the college was available many of the workshop trainees declined to go. MSC logbooks were maintained for all trainees. Residentials were included and the Asian girls who were unable to stay overnight were taken out to the site to join the group for a day.

Amongst the activities undertaken were car-valeting, joinery for the boys, and sewing and industrial packing for the girls. When there were no cars for valeting the boys used a press to produce metal parts for a local manufacturer. Most trainees remained in one section for the full year's programme.

Aims
The aims of the training workshop were to prepare young people for work within the requirements of a production-based workshop under MSC guidelines.

Relationships between Staff and Trainees
The general atmosphere was one of activity. The staff appeared firm but kind, and their style seemed to be influenced by the type of work going on and their role. Where there was real skill involved, as in the woodworking section, the staff and boys took a real pride in the trainees' skills and achievements, and in the sewing section the girls were working accurately at commercial speeds. In the industrial packing section where there was a relatively low skill content the staff had a restricted role.

Special Features
The girls in the sewing section were all Asians. Much of the work was hemming and overstitching commercial towels and dusters. These were received ready cut, so the skills involved were pure sewing skills. This produced no instruction on cutting or costing a job. However, there was a section making soft toys and learning hand sewing, which introduced some other skills.

The industrial packing required some manual dexterity and the ability to count; it was very repetitive. The supervisor had separated trainees for too much talking at the time of the visit.

A number of girls were able to get permanent work in industrial packing when they left the scheme.

Discussion

- The emphasis of the workshop was task centred rather than trainee centred.
- The skills required for the industrial packing section could be mastered in a few hours, much of the learning was to maintain speed and accuracy in a repetitive job. Although some found work afterwards, those who did not had gained few skills.
- There was little movement between sections.
- In the woodworking section there were a variety of tasks and a good broad introduction to different techniques in joinery, as well as some imaginative products.

Application of the Core Criteria

The Core Criteria illustrated by this case study are:

- the introduction to a range of occupational skills (CCE 6)
- the promotion of behaviour and attitudes appropriate to work (CCE 7)
- the development of basic skills (CCE 5).

CASE STUDY 5 – A COMMUNITY PROJECT RUN BY A VOLUNTARY ORGANISATION

Description

This project was sponsored by a voluntary organisation, and there were nearly 100 young people, mostly boys, engaged in painting and decorating in groups, in homes of the elderly, the handicapped and one-parent families, on several sites. Day release for Social and Life Skills was to a Further Education College, but remedial literacy work took place at the base where there was a project workshop.

Aims

The aims of this project were threefold: to provide work experience for vocational preparation, through Social and Life Skills to prepare for the prospect of some periods of unemployment, and to improve community relations within the locality.

Relationships between Staff and Trainees

Although most of the trainees came through the Careers Service and the Job Centre, no-one was turned away. A few were not kept on the scheme, due to poor time-keeping and attendance in the first month.

Recreational activities were run by the staff, for example five-a-side football and expeditions for walks and potholing. Two residential visits were arranged with the nearby police station, who organised the trip and accompanied the young people as part of their community contact work. A youth club was run at the base one evening a week.

In relation to the work many supervisors were traditional in their approach, initially doing most of the job themselves and gradually allowing the young people to take over. The level of work performed by the young people depended more on their seniority within the group than on their competence, and the new recruits also had lower status. There was emphasis on the basic occupational skills and some limitation on the tasks undertaken, and on the information imparted to them e.g. the cost and source of materials was not generally regarded as necessary learning for the young people, nor was the measuring up or costing of a job. The possibility of evening or weekend work for family and friends, or of future self-employment for these young people was not considered.

The atmosphere between the staff and the trainees was good, and this was partly attributed to recreational activities and residential visits.

Special Features

Recreational activities were valued for their own sake within the context of the possibility of periods of unemployment for these young people, as well as for the promotion of good staff/trainee relations.

The beneficiaries of the scheme were very grateful for the work and often came to appreciate the young people, and in more than one case there had been visible demonstration of a reduction in racial prejudice.

The staff felt that ideally Social and Life Skills

provision should include some consideration of how to survive on the dole when married.

During day release to the college the trainees were prepared for the City and Guilds certificate in Communications – Level I. The supervisors also attended courses, leading to Communications – Levels I, II, III and the Manager had attended a special course which could count towards a BEC General Qualification. The opportunities to gain certificates had been appreciated by those involved.

Discussion

- The young people were receiving basic occupational skills training.
- Remedial help in basic skills was available.
- The Social and Life Skills sessions were made relevant both to work and to unemployment.
- There were good staff/trainee contacts which allowed for the development of a staff counselling role.
- There was community involvement, both through the work and through residentials with the police.
- One handicapped trainee had been kept on in a permanent office job with the project.

Application of the Core Criteria

This case study illustrates the application of the following Core Criteria through:

- promotion of effective interaction with others (CCE 3)
- provision for basic skills development (CCE 5)
- introduction of a range of occupational skills (CCE 6)
- provision of guidance and progression during and after the experience (CCE 12)
- promotion of behaviour and attitudes which are appropriate to the trainee's needs at work (CCE 7)

CASE STUDY 6 – A RESIDENTIAL VISIT

Description

This visit by a group of trainees from a training workshop, together with a supervisor and three college staff, lasted from Monday to Friday. The residential centre was run by a national voluntary organisation. It was a large site by a lake with excellent facilities, e.g. aerial ropeway, rock faces for climbing and abseiling, woodland and fell for expeditions and simulated exercises. Apart from activities on site, the visit included an overnight bivouac on an island reached by canoe. This was a highly structured and fully timetabled programme of physical activities; the young people were kept very busy and physically and emotionally extended by challenges involving subjective risk, though practically safe, e.g. harness on the aerial ropeway, life jackets, etc.

Aims

The aims were to develop confidence and self-awareness in the trainees, as well as awareness of others, to promote group cohesion and to widen horizons through new challenges.

For the workshop staff the aim was to get to know the young people more completely and to share with them new experiences, which make a basis for new learning.

Staff Relationships with Trainees

The staff at the centre were very experienced with young people, but they worked them hard. They were extremely professional and serious with respect to safety and the desired learning outcomes, tended to be strict over timetables and left little time for relaxed informal interaction and jokes.

The group, including the workshop supervisor and college staff, developed cohesion through shared experiences. Individual members surprised themselves and each other as well as the staff by displaying previously unrecognised personal qualities. The centre and college staff provided good examples for the workshop supervisor of the *Experience, Reflection, Learning* model in use. There was also an opportunity for the supervisor to absorb something of the broader educational attitude to the young people displayed by the college and centre staff.

There was little negotiation over the programme with the young people, though individuals could opt out of particular activities.

Special Features

The programme started with a competitive teamwork exercise e.g. carrying buckets of 'blood' over an assault course, through tunnels and so on. This was to get the young people involved and in groups from the start.

Later, there was a simulated mountain rescue exercise for the whole group. The young people had to organise this themselves, dividing into groups and carrying out the search with, or without, a clearly formulated strategy. There were many learning points, e.g. one of the search parties had no-one able to read a map.

The overnight bivouac was not enjoyed by two of the girls, who hated sleeping in the open air on hard ground, and who had been afraid of water. One of these girls later, in a state of some trepidation, made a fine crossing of open water on a high aerial ropeway. She so enjoyed the experience that she repeated it! This is just one example of many personal triumphs.

The trainees were allocated certain domestic chores and had to clean and care for the camping equipment they used.

Discussion

- Most of the trainees said that during the week they had tackled some new and challenging activities which they had not thought themselves capable of doing.
- Overall the trainees had thoroughly enjoyed their experiences.
- The staff and supervisor felt that they had learnt more about these young people in these five days than they had learnt in six months in the workshop unit.
- There was regular review of activities.
- The college staff would like to organise a second residential visit where the trainees take far more responsibility for organising transport, catering, etc., to give greater opportunity for group decision making and planning, and for individuals to undertake various tasks and roles.

Application of the Core Criteria

This residential experience illustrated the application of the following Core Criteria by:

- focusing on the trainees' personal development (CCE 1)
- increasing trainees' ability to cope with uncertainty (CCE 2)
- promoting effective interaction with others (CCE 3)
- developing skills in planning, problem-solving and decision making (CCE 4)
- ensuring active participation by the trainee (CCE 9)
- providing formal and informal review (CCE 11)
- the Planned Experience incorporating systematic and regular evaluation of the programme (CCE 16).

CONCLUSION

32. Within each scheme of Vocational Preparation Programmes, there will always be a varied balance of elements of Planned Experience, at work, in college, in workshops, projects and on residentials. In any particular case, the range of skills and attitudes to be developed from a 'planned' experience demands the inclusion of a variety of experience opportunities. The CCEs can only be fully met by provision which includes several types of experience, at work, in college and on residentials.

Section Three – Staffing the Programmes

INTRODUCTION

33 The new demands on staff made through the experience element of vocational preparation raise questions related to the selection process and the provision of appropriate support and staff development activities at various levels of need. This section draws on both the vocational preparation literature, and upon the checklist of Staff Skills and Attitudes, which was included in this Project Survey. This checklist was itself drawn from interviews and workshop sessions held over 1982 and early 1983. The section has four main parts:

- qualities needed in vocational preparation staff
- sources of such staff
- identifying training needs using the CCEs, and the literature available
- training needs and the project questionnaire.

WHAT QUALITIES DO STAFF NEED?

34 A basic list of qualities (skills, knowledge, attitudes, values) required by staff on Vocational Preparation Programmes and also pertinent to the experience element includes:

- technical ability and experience in a particular skill or subject specialisation
- broad skills and experience
- awareness of community problems
- ability to communicate with young people
- patience to accept and understand variable standards of work and motivation
- appropriate standards of personal behaviour
- the ability to accept each young person as an individual
- the ability to work in a team
- the capacity to make plans, and to implement them
- the knowledge of effective methods of coping with stress.

35 The three qualities mentioned by managers of training workshops, which they sought in their supervisors and instructors were:

- technical capacity to do the job
- ability to pass on skills to the young people
- the desire to work with young people.

The last quality, a liking for the trainees, has also been identified in another study, as a crucial element in good schemes.

WHERE DO STAFF COME FROM?

36 For the technical and vocational skills component of vocational preparation within colleges, existing established staff have generally been voluntarily redeployed. Many such staff need help to adjust their teaching methods to the more open, negotiated curricula of vocational preparation courses and, in some cases, to a type of student with whom they are not familiar. In addition, there has been some recruitment of temporary and part-time staff for teaching on the programmes. This trend has implications for the linkage, integration and continuity of the education and training process and for institutional and organisational responsibility for 'part-time staff' development.

37 Voluntary organisations have a more client-centred approach, and there appears to be a significant bias in their selection of staff towards graduates, unemployed teachers and those with youth work training; these staff are often young, and have little extended work-experience.

38 Many industrial concerns and local authority sponsors have recruited supervisors from the unemployment register; these tend to be older workers, often time-served craftsmen. Redeployment within one industrial firm resulted in the employment of redundant 'maintenance men' as supervisors. Attitudes developed in their former role were inappropriate to the motivating and guiding role they were expected to adopt. The need to attract suitable candidates was emphasised on one project visit, where job descriptions had to be written to attract suitable candidates. Examination of the advertisements for supervisors and managers in *Executive Post* revealed the different emphasis given to qualities of staff and to different aspects of the work. The role of the manager is a key position, and the background, personality and values of the individual in charge will be reflected in the way the scheme operates.

HOW ARE STAFF TRAINING NEEDS IDENTIFIED?

This can be done by individual staff, or in groups

Using the Checklist of CCEs

39 Working through the checklist, for each criterion in turn the staff members should

(i) illustrate in as many ways as possible how the criterion is met within their scheme,
(ii) decide how that provision can be improved, and
(iii) determine what implications such changes would have for staff needs in terms of
knowledge
skills
attitudes
organisation

Some examples of staff development activities based upon the CCEs appear as a checklist at the end of this section

Proposals from the Literature

40 The wide variety of staff involved in the experiential element of vocational preparation schemes results in widely differing training and development needs. Training is enhanced if it is

voluntary
building upon strengths
modelling methods and techniques
adding to existing knowledge
based upon perceived needs

41 For college teaching staff, a checklist, based on research undertaken by NASD for the FEU (*Teaching skills*, FEU, 1982) has been developed. This covers seven areas and can be used to assess training needs for individuals and for groups, or teams, of staff in terms of their experience

The areas covered are

issues related to a student centred approach
the demands of curriculum innovation
designing method innovations
ensuring team co-ordination
implications of team membership
issues of liaison and negotiation
demands of basic skill teaching

42 Garnett College has provided a Staff Vocation Preparation Profile. It covers relevant areas of knowledge as well as a comprehensive list of abilities which are elaborated in the accompanying notes. A four-part scale is employed which relies on an individual's interpretation of his or her own competence. It is suggested that this is completed by colleagues working in pairs, but it can be used on an individual basis. It should enable staff to focus attention on specific areas of individual training needs

43 Perceived needs among supervisors have been seen to be concentrated in the five following areas

instructional skills
communication skills
caring/guidance skills
evaluation skills
job skills

44 There are various local initiatives to meet the needs of staff. For example, in Manchester there is a one-year pilot scheme for staff development for Vocational Preparation for college staff. This is comprised of four modules

servicing the YTS for Craft, Technical and Vocational Tutors
literacy and numeracy for Vocational Preparation
course tutor skills for Vocational Preparation
certificate in Counselling

45 Provision of this type is being developed by local area co-ordinators for vocational preparation across the country, particularly due to the growing awareness in such staff of the major changes in concepts of 'traineeship' and staff role arising from the new training schemes

46 Another example of staff support may be seen in the Manchester area. A support group for Social and Life Skills is meeting regularly on a monthly basis. This group discusses issues of concern to tutors, and operates as both a personal and professional network for support. It is open to interested people from all types of provision, and at present includes staff from voluntary organisations as well as lecturers engaged in Social and Life Skills

47 A recent article in the NATFHE journal calls attention to the consortium approach for curriculum development in General Studies, outlined in a recent publication by the Association for Liberal Education.

"This proposes, as the title suggests, that teachers (in this case General Studies teachers) in adjoining colleges should consider organising themselves across institutional or even LEA boundaries into democratic groups, for the purpose of curriculum development and implementation."

Such local initiatives may well be more responsive to the variety of needs in different parts of the country than more centralised provision.

Pointers from this Research

48 In the course of this Project, staff skills and attitudes were surveyed as part of the large-scale questionnaire investigation. Almost 200 of the 213 respondents completed the checklist which, upon analysis revealed concerns which may be grouped into three main areas:

1. What are the essential organisational or management elements in the programme related to staff?
2. Which staff skills enable effective use of Planned Experience?
3. Which staff attitudes are most appropriate for staff involved in Planned Experience?

49 To a certain extent these three categories overlap but they provide a helpful framework for examining the results. The overall priorities demonstrated in the three areas have consequences for management and for staff development.

50 In the paragraphs below these questionnaire responses are outlined, and after this analysis, the significant differences in priorities between different groups of staff in the variety of programme provision are highlighted.

Organisational and Management Considerations

51 The following five questionnaire items were given *high priority*:

(i) records of attendance, punctuality, suspensions, accidents and breakdown,
(ii) availability of staff for the counselling of trainees with personal problems,
(iii) explanation of the structure of schemes to trainees,
(iv) provision of an induction programme for Planned Experience, and
(v) recognition of the support from staff needed before, during and after the experience.

52 Apart from the usual requirements for records, for administrative and evaluative purposes, the other rankings indicate the recognition by staff of the need to engage the trainees in the planned experience and to support them throughout.

53 The following five items were given *low priority*:

(i) the establishment of a contract by staff with the trainee in relation to the planned experience,
(ii) the agreement by staff to minimum requirements for staff development,
(iii) qualification of staff in a range of occupational skills,
(iv) negotiation of assessment procedures for learning from planned experience with individual trainees, and
(v) the analysis of tasks for the major elements of planned experience.

Staff Skills

54 The following five items were given *high priority*:

(i) clarification of trainee need,
(ii) adaptability to change in content and methodology of the experience-based curriculum,
(iii) review and evaluation of planned experience to be trainee-centred,
(iv) provision for a variety of activities within any planned experience,
(v) discussion of available options with trainees before they leave the scheme.

55 The importance attached to the first and last of these show staff concern for the trainee. It is important that these issues be handled skilfully and some staff may need help to learn to do this. The other three items are methodological and may also point to specific input into staff training in terms of

trainee-centred reviewing. The acceptance of the need for adaptability in methods and variety of provision is in line with the kinds of changes in approach and expectation noted in earlier sections.

56. In contrast, the following five items were given *low rankings*:

(i) involvement of the trainee in setting and testing standards of performance in planned experience,
(ii) involvement of the trainee in setting objectives for planned experience,
(iii) the planned experience components of schemes to be subject to negotiation with the trainees,
(iv) organisation of group events by staff,
(v) leadership role to be taken by staff.

57. The first three of these support the results under organisational issue, the staff are reluctant to relinquish their autonomy and disinclined to negotiate with the trainees in practice. In spite of the low ranking, in fact several types of organisation of groups events were observed during the study. One, for a college open day, was generally agreed to have been an important, successful and varied learning experience for the trainees, as well as bringing staff and students together in a joint enterprise. The other events were informal football matches and weekend expeditions. In all cases those staff who took part did so voluntarily and felt it had been well worthwhile. The low ranking given to the taking of a leadership role by staff may be because staff feel that experience-based learning is primarily achieved through individual response to the experience. Alternatively, staff may feel unsure how to initiate experience-based learning.

58. *The rankings again demonstrate the need for examination of the skills and attitudes of staff involved in negotiations with trainees, and of the roles staff are prepared to play within Vocational Preparation Programmes.*

59. *Staff Attitudes*

The following items were given high scores:

avoidance of racial discrimination
praise for trainee efforts
openness by staff to innovation
firmness and consistency with trainees
understanding of the value of experience in Vocational Preparation Programmes.

60. The high ranking given to the avoidance of racial discrimination, which is a *legal requirement*, contrasts with the much lower ranking given to the avoidance of sex-stereotyping in vocational preparation programmes. Positive action can be taken to overcome both racial and sexual discrimination through organisation of work of programmes. Staff discussions may be required to implement a positive policy in this area. Praise for trainee efforts and the adoption of a firm and consistent approach are perhaps more typical of a traditional teaching approach. This may often be appropriate, but the high score suggests that it could be applied too rigidly. Trainee needs require a flexible approach. Openness of the staff to innovation and the importance of understanding the value of experience in vocational preparation programmes are both indications of an acceptance by staff of the move from traditional educational practice towards experiential learning situations.

61. Staff development needs may include more help with the use of such experience-based work as simulations.

62. *Low rankings* were given to the following five items on staff attitudes:

(i) staff like the trainees,
(ii) encouragement of the trainees to return to the scheme base for advice,
(iii) the giving of responsibility for their own learning to the trainees by the staff,
(iv) encouragement of the trainees to take up further education at the end of the scheme,
(v) keeping in contact with trainees after the end of a scheme.

63. Three of these are concerned with the responsibility towards the trainees after the end of the scheme. The low ranking given suggests that staff in general do not see this as part of their work. In practice, as mentioned elsewhere in this report, some colleges do offer courses under the 21-hour provision, and some voluntary organisations have continuing contact with some of their former scheme

members. In contrast with the general attitude, staff from Youth Service may in fact see their involvement with vocational preparation as only part of their longer term involvement with young people.

64 The low rankings given to the development of learner autonomy (responsibility of the trainees for their own learning) is another example of more formal and traditional approaches. Preparation for adult life should have this as its aim, and this has been emphasised in the existing literature. This is an area where staff seminars could explore both staff attitudes and methods of implementing learner autonomy.

65 The lower rankings given to staff liking the trainees is perhaps not surprising. In view of the findings mentioned earlier, i.e. that staff liking for trainees enhances the provision, this is disappointing. Perhaps now that more emphasis is being given to the development of the affective domain of trainees, more attention should be given to the dispositions of staff, and indeed this appears to be happening in some selection procedures.

66 Between the areas identified as high in priority and those as low in priority, there were a considerable number of organisational issues, skills and attitudes. The variability in rankings reflects both the widely differing backgrounds of staff and differing value judgements. The importance which should be attached to specific items depends on the basis of judgements, and this may not always reflect the trainee-centred approach which is theoretically adopted. Also different issues will assume greater importance in one situation (e.g. a college) than in another (e.g. a project). The role of staff development here should be to explore priorities in training and the underlying values implicit in such prioritising.

Significant Differences in the Priorities of Different Respondent Groups

67 An analysis of differences in rank orders, according to staff from the four main respondent groups (i.e. college, industry, voluntary organisations and public services) was carried out. It was found that these differences were predominantly concerned with skills, with few organisational issues, and only one attitude.

68 Table 2 (p. 39) indicates the items from the checklist where major differences in priorities occurred between staff from college and industry. In each case, the percentage of staff respondents ranking the item as *essential* is given, it will be noted that the ratio of *essential* rankings is about 2 : 1, or greater, in each case.

69 The areas covered by Table 2 include such things as innovation, self analysis by staff, task analysis by staff, taking an enabling role, support for trainee autonomy, and liaison between agencies. The more traditional and authoritarian approach of staff from industry seems to explain these differences and the lower ranking to liaison probably also reflects the time constraints under which they work, and their probable desire simply to 'get on with the job'. At the same time, the colleges are more likely to be aware of the longer term aims reflected in the publication of the FEU and MSC in relation to vocational preparation.

70 There was only *one* item where the percentage of staff from industry ranking it as 'essential' was twice that of staff from college:

- staff are qualified in a range of occupational skills.

This reflects the emphasis on occupational skills, by staff from industry, noted earlier.

71 The additional item where there is substantial differences in group responses was in relation to:

- staff are firm and consistent with trainees.

Here 94% of staff from the public sector viewed this as essential compared with 74% from industry and 60% from colleges. This result is difficult to interpret unless it is that the more authoritarian approach is linked with less experience by organisations in dealing with large numbers of this age group. In general colleges have always worked with this age group, some voluntary organisations were youth organisations with considerable experience, and many public service organisations are new to this field. It would not be unreasonable to equate experience with confidence in handling this age group, which would lead to a greater willingness to grant more autonomy to the trainees.

Table 2. Differences in College and Industry Staff Priorities

	% Ranking ESSENTIAL	
	College	Industry
– adaptability to change in content and methodology of an experience based curriculum	80	44
– ability of staff to experiment	65	22
– critical analysis by staff of their own social and life skills	60	26
– an awareness by staff of the hidden curriculum	67	30
– an enabling role for staff in experience based activities	60	30
– staff skilled in negotiating learning contracts/agendas with trainees	52	26
– encouragement of trainees to make informed decisions	65	26
– staff negotiation with trainees at the start of schemes to choose appropriate experience based activities	58	15
– linkage between providers and users of planned experience is contracted and agreed	45	18
– agencies participating at various levels in planned experience maintain regular and effective contact	73	27
– planned experience components of schemes are subject to negotiation with the trainee	40	3
– staff ensure that trainee-centred activity predominates in planned experience	58	22
– the undertaking of task analysis for the major elements of planned experience	30	12
– staff identify their own training needs	69	34
– establishment of a contract with the trainee appropriate to planned experience	45	6
– encouragement of alternative strategies for problem solving	60	22

STAFF DEVELOPMENT FOR PLANNED EXPERIENCE

72 This section has reviewed some of the factors concerned in the staffing of schemes for vocational preparation. The emphasis has been on staff attitudes and needs in the context of staff development. There is a need too for organisations concerned to examine their values and adopt positive plans to implement them rather than to accept implied value by default. The use of the Core Criteria provides a means for organisations and staff to discuss and review their practice. This section concludes with some suggestions for meeting the implications for staff development raised by the CCEs and their implementation in VPP.

73 By checking through the list of Core Criteria for Experience the ways in which these are satisfied within a particular scheme can be identified and used to highlight areas of staff development concern. The aim is to provide a balanced programme for each individual trainee. Any gaps within a scheme, and need for improvement of existing provision under each criterion, should be identified, and discussed in relation to the range of types of opportunities for experience within VPP.

74 Below is a generalised summary of types of planned experience and their potential for facilitating staff development.

(i) changes within existing work experience
e.g. a wide range of activities, rotation of tasks, rotation of roles, reorganisation of groups

(ii) the appropriate use of simulated experience
e.g. using training areas such as restaurants, salons, reception areas, offices, workshops
laboratory work
structured experiences
role play, games and simulations
group work

(iii) the enhancement of residential experience
e.g. planning and carrying out an overnight camp
structured exercises
physical and emotional challenges

living with other groups, e.g. handicapped, police
integration of scheme staff in planning and implementation of a residential visit

(iv) the development of local resources
e.g. educational visits
voluntary service
project work
recreational activities
hobbies

75 Although the criteria may be met in a variety of ways the quality of the experience may be crucial in terms of learning achieved. For example, enforced co-operation in a workplace may have different consequences for transferability of interactive skills than the voluntary co-operation of a residential. The context of experience may be as crucial for the learning achieved as the experience itself. In some work situations there is often no choice, the situation demands certain responses. In a simulated experience a participant can withdraw if he is feeling threatened. Learning can have both positive and negative results, and the more controlled and planned experience should be organised so as to reduce negative transfer.

76 Staff may need to examine their own ideas and feelings in response to particular situations, to learn to avoid the pitfalls of fostering inappropriate responses and attitudes in the trainees. Simulated exercises can provide opportunities for illuminative learning by staff.

CHECKLIST OF STAFF DEVELOPMENT ACTIVITIES

Staff development activities: some examples
(space has been left under each CCE for you to add your own ideas)

Table 3.

CCE 1 Planned experience focuses on personal development	1. Identification by staff of trainees' personal needs through discussion, brainstorming etc. 2. Staff discussion of appropriate ways of meeting the needs of trainees. 3. Design of challenging situations for trainees by staff teams.
CCE 2 Planned experience increases abilities to cope with uncertainty	1. Collection of simulations which involve the unexpected, e.g. Star Power. 2. Consideration of the introduction of controlled changes in plans, e.g. doing planned visits, on residentials, in workshops. 3. Design of solo activities, expeditions and projects for the trainees.
CCE 3 Planned experience promotes effective interaction with others	1. Development of use of television programmes to discuss interaction. 2. Construction of a curriculum of graded tasks in social settings from everyday life. 3. Groupwork – analysis and review of social interaction. 4. Use of video.

CCE 4 Planned experience develops skills in planning, problem-solving and decision making	1. Simulations of common situations which trainees find themselves in, with staff playing the roles of trainees e.g. trainee budget exercises. 2. Identification of sub-skills in planning, problem-solving and decision making, through discussion, simulations, brainstorming etc. 3. Development of planning etc. exercises for the trainees.
CCE 5 Planned experience includes Basic Skills Development and Computer Awareness	1. Staff use of Basic Skills checklists for planned experience at work, in college, on residentials. 2. Identification of the basic skills in their programme provision, and discussion of any gaps.
CCE 6 Planned experience introduces a range of occupational skills	1. Establishment of programme teams of staff and development of teamwork exercises. 2. Projects undertaken by staff in skill areas new to them. 3. Identification by staff of common skills across occupational ranges through group work. 4. Staff discussion of the Work Learning Guides.
CCE 7 Planned experience promotes behaviour and attitudes appropriate to needs at work.	1. Identification by staff of more and less appropriate behaviours and attitudes for work. 2. Visit or short-term secondment of staff to appropriate workplaces.

CCE 8 Planned experience ensures learning about the World of Work	1 Design of World of Work games and simulations 2 Discussion of contracts of employment, dismissal procedures, conditions of service, safety, unions, insurance arrangements, relevant to trainee placements on their programmes (and see CCE 7 activities)
CCE 9 Planned experience ensures active participation by trainees	1 Staff discussion of a varied range of learning models relevant to the experience elements of vocational preparation programmes 2 Staff use of structured experiences to investigate learning from experience 3 Staff design of experience-based curriculum components
CCE 10 Planned experience gives ownership and transferability of skills	1 Ways devised in which skill achievement is checked in a variety of tasks 2 Ways devised of assessing the degree of ownership of skills by the trainees 3 Discussion of barriers to ownership and transferability of skills in the schemes
CCE 11 Planned experience provides formal and informal assessment and review	1 Collation by staff of information and views on formal reviewing methods e.g. TCR and Profiles 2 Video recordings of individuals and groups made for team exercises in informal assessment 3 Construction by staff of a varied assessment programme

CCE 12 Planned experience provides guidance and progression during and after the experience	1. Counselling courses attended. 2. Appropriate timetables and approaches for counselling devised. 3. Trigger films used with discussion. 4. Local opportunities for progression after experience listed.
CCE 13 Planned experience is supported by staff with role of mentor and tutor as well as instructor.	1. Video recordings used to discuss the various roles in action. 2. Brainstorming of the roles of mentor, tutor, instructor. 3. Development of structures for incorporating mentor/tutor roles into the curriculum.
CCE 14 Planned experience incorporates systematic and effective links between planned experience and other parts of vocational preparation.	1. Supporting agencies visited e.g. college, employers, careers. 2. Liaison committees set up. 3. Regular meetings set up. 4. Discussion on and development of joint staff development exercises.
CCE 15 Planned experience has adequate resources.	1. Assessment of resource needs. 2. Identification of sources for equipment etc. 3. Discussion of the allocation of resources and priorities.

CCE 16 Planned experience has systematic and regular evaluation	1 Development of agreed monitoring procedures 2 Decisions made on the elements of the evaluation 3 Decisions made on the timing of the evaluation 4 Decisions made on the participants in the evaluation 5 Action devised following an evaluation of the Programme

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